



COURSE DATA

DATA SUBJECT

Code: 46778

Name: Methodology for Hispanic Literary and Theatrical Research I: the Writing of Memory in Spain and Lati

Cycle: Master's Degree

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Facultat de Filologia, Traducció i Comunicació	1	Annual

SUBJECT-MATTER

Degree	Subject-matter	Character
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Metodología para la investigación literaria y teatral hispánica I: la escritura de la memoria en Esp	ELECTIVES

COORDINATION

LLUCH PRATS JAVIER

PERIS BLANES JAUME

SUMMARY

In the curriculum of the Master's Degree, this subject is integrated into itinerary II (Spanish Literature and Hispanic Theater) and III (Hispanic Training).

The primary objective of this course is to introduce students to the research of a key phenomenon in contemporary culture and literature, both in Spain and Latin America: the emergence, within the cultural change process of the late 20th century and early 21st century, of a historical memory writing. The course will explore the theoretical and conceptual aspects associated with historical memory and narrative as a tool of memory, the historical process in which it occurs, and a particularly representative narrative corpus.

The perspective will not focus on simply verifying the phenomenon or its cumulative observation, but rather on the confrontations within historical memory, including differences, conflicts, transformations, or substitutions within a field traditionally described as homogeneous, overlooking its diversity and conflicts. The course centers on the historical memory of some traumatic historical processes in different countries



46778 Methodology for Hispanic Literary and Theatrical Research I: the Writing of Memory in Spain and Lat

and pays special attention to the confrontation of gender memory narratives and the different generations that succeeded each other during the period, from the generation of the protagonist-witnesses to the millennium change.

As detailed in the volume of work, theoretical classes are complemented by practical classes. To these face-to-face training activities is added participation in conferences and seminars organized by the Department of Spanish Philology.

This subject takes special account of Sustainable Development Goal (SDG) 16, which aims to promote peaceful and inclusive societies.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Enrollment in this subject requires students to also study Methodology for Hispanic literary and theatrical research II: actor and scenical practice in the Golden Age.

COMPETENCES / LEARNING OUTCOMES

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Be able to acquire and apply knowledge of the techniques and procedures of academic writing.

Be able to acquire and transmit knowledge of the periods, movements, currents of thought, topics and issues that are specific to the field of Hispanic philology.

Be able to conduct teaching and research activities in Hispanic philology subject areas

Be able to critically analyse and explain texts, choosing the specific philological methodology according to the potential audience to which they are addressed

Be able to discuss the ideas of different theories in the field of Hispanic philology and to analyse their contributions critically in order to contextualise their achievements and contrast these with the knowledge acquired

Be able to read all types of Hispanic philological texts in a critical, analytical and competent manner, based on a pertinent method of analysis through which it is possible to draw all their implications, both in form and content

Be able to read texts critically by analysing and explaining them in relation to the keys of the cultural debate of the historical period to which they belong.

Ser capaces de aplicar en entornos profesionales los conocimientos y destrezas adquiridos, y de analizar



46778 Methodology for Hispanic Literary and Theatrical Research I: the Writing of Memory in Spain and Latin America

el conjunto de variables que intervienen en el cruce entre teoría y práctica, captando conflictos y negociando soluciones, en el marco del diálogo y de la defensa de derechos y obligaciones, con criterios deontológicos y laborales.

Ser capaces de desempeñar un trabajo en equipo, fomentando las relaciones interpersonales, el diálogo, el respeto al otro y la no discriminación, ni lingüística ni social.

Ser capaces de elaborar un proyecto en el ámbito de estudio del máster y presentar sus resultados, mediante un discurso elaborado y coherente.

Ser capaces de emplear los recursos institucionales, los grandes instrumentos científicos, las técnicas, las bases de datos y bibliotecas, la bibliografía, las revistas especializadas y los nuevos recursos proporcionados por las TIC en el ámbito de estudio.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

1. Writings of Memory in Latin America

1.1. Culture, Violence and Memory

Social frameworks of memory. State violence, social trauma, and cultural memory. Memory between social movements and culture. Memory and the cultural industry.

1.2. Testimonial Writings of Military Repression: The Chilean Case

The Dictatorships of the Seventies: State terrorism, doctrine of shock and neoliberal experimentation. Testimonial writing in response to the concentration camp universe and the disappearance power. Heterogeneity of testimonial enunciation: narrative, poetic, and visual forms.

1.3. Fictional Writings of Forced Disappearance: The Argentine Case

Disappearance as a rupture in social meaning. Representing disappearance: forms and poetics of absence, void, and suspended mourning.

1.4. Politics and Aesthetics of Memory in the Post-Dictatorship Southern Cone

Politics of memory and transitional justice. Forms of memory in globalization. The age of the witness and the industrialization of memory. From testimony to autofiction: the autofiction explosion of the 2000s and second-generation memoirs. Memory as fiction and the fictionalization of history. Rhetoric of the traumatized self and processes of remembering. The memory of violence between the political and the



intimate.

1.5. Representing New Forms of Violence in Latin America

Culture in the face of new forms of violence: Colombia, Mexico and the new post-state violence. From original disappearance to social disappearance.

Undercities. Narrating, thinking, imagining the shantytown, favelization and new forms of exclusion. A world of monsters and apocalypse. Immune and monstrous fictions of social catastrophe.

2. Memory Writing in Spain

2.1. The Cultural Change of the End of the Century/Final of Millennium. The emergence of a historical memory writing and cultural change at the edge of the millennium. The Fundamental Concepts of Memory.

2.2. The Writing of Memory from Spain and for the Purpose of Civil War. The erasure of Collective Memory. Spain's unresolved issues with its past. The new century and the avalanche of historical memory. The genesis of a critical discourse. The lawsuit against the Transition. Intellectual debate in civil society.

2.3. Generations and Memory. The role of generations in the writing of war memory. Generational confrontation and other confrontations: gender, class, nationality. The delimitation and characterization of different generations. Can we talk about Postmemory in Spain? The reunion with Peregrine Spain during the Transition.

2.4. The Narrative of the Historical Memory of the Civil War and the Different Generations: The generation of protagonists and eyewitnesses. The generation of war children. The Transition generation. The grandchildren of the war generation. The new generations.

2.5 The Balance Sheet of the Memory Writing: The periodization of war memory writing. Dominant models. Alternative options.

These contents will be reflected in the following learning outcomes:

To analyze the role of a text in contemporary memory confrontations both in Spain and Latin America, considering the internal elements of its writing and its relationship with other social and cultural discourses participating in contemporary debates and struggles around historical memory.

To understand and apply various heuristic models of theory and research methodology within Hispanic literary historiography, and to be able to connect them with related or new interdisciplinary environments.

To engage in the formulation of independent judgments, reflecting on their verifiability or limitations in their application within the academic institutionalization of Hispanic literature and in social, heritage, ethical, or gender perspective responsibilities.



46778 Methodology for Hispanic Literary and Theatrical Research I: the Writing of Memory in Spain and Lati

To debate and communicate the conclusions of reflections or judgments (based on acquired and reasoned knowledge) to both specialized and non-specialized audiences in a clear and precise manner.

To know and utilize institutional resources and scientific techniques and instruments, both traditional (databases, image banks, bibliographies, newspaper archives, libraries, or documentation and museographic centers) and those provided by ICT in the field of Hispanic literature.

To analyze and critically review literary texts, applying the specific methodology depending on the target audience.

To relate the knowledge, analysis methods, and techniques of Hispanic literature with the various projects and research lines of teams within the literature field, in order to conduct specific research within this framework.

To write essays or papers introducing theory and research methodology, annotating them, and documenting their bibliographic or documentary sources according to standardized academic norms.

To acquire skills in searching and managing historiographical, critical, and methodological sources related to contemporary literary texts, always observing the transversality of the literary phenomenon as a whole: dominant ideology, sociology, cultural history, artistic production, epistemological peculiarities of the literary text, rhetorical and poetic specificity, etc.

To identify transversality, extending to the study of this production in its peninsular, European, and global context, and in its intellectual correspondence with parallel artistic and cultural productions, with multiculturalism as a central theme from the 21st century onwards.

Discuss and communicate the conclusions of the reflection or judgment elaborated (based on acquired and reasoned knowledge) to specialized audiences or not in a clear and precise way.

WORKLOAD

PRESENCIAL ACTIVITIES

Table with 2 columns: Activity, Hours. Row 1: Theoretical and practical classes, 40,00. Row 2: Total hours, 40,00.

NON PRESENCIAL ACTIVITIES



**46778 Methodology for Hispanic Literary and Theatrical
Research I: the Writing of Memory in Spain and Lati**

Activity	Hours
Attendance at other activities	6,00
Individual or group project	0,00
Independent study and work	104,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	110,00

TEACHING METHODOLOGY

Lectures (presentation of content based on theoretical developments) using various resources (texts, audiovisual materials, etc.).

Participatory practical classes (exercises, presentations, debates, tests, etc.), conducted individually or in groups.

Use of deductive procedures and strategies in applying acquired knowledge: problem detection and resolution, activities conducted individually or in groups (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentation of results, etc.) based on prior content exposure.

Use of inductive procedures and strategies in applying acquired knowledge: problem detection and resolution, activities conducted individually or in groups (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentation of results, etc.) based on basic guidelines to formulate subsequent theoretical development.

EVALUATION

Assessment of active participation in the classroom and/or tutorials (exercises, readings, activities, debates, exhibitions, etc.). 20%. Up to 2 point. Not recoverable in second call (face-to-face activity in the classroom). The grade will be maintained in the second call.

Assessment of written works, essays, practical exercises, tasks, questionnaires, etc., in non-face-to-face hours, demonstrating the skills acquired. Assignments and practical presentations linked to the course of classes and study materials. 80%. Up to 8 points. They will be carried out throughout the course and will have fixed and non-extendable delivery dates. Recoverable in second call.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

Both in examinations and coursework, orthographic, grammatical, and lexical accuracy will be required. Each spelling or language error will result in a reduction of the final mark, which may lead to a failing grade.



The general system of qualifications will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

REFERENCES

BASIC

AGAMBEN, Giorgio (2000): *Lo que queda de Auschwitz. El archivo y el testigo. Homo sacer III*, Valencia, Pre-Textos.

AGUILAR, Paloma (2008): *Políticas de la memoria y memorias de la política*. Madrid, Alianza Editorial. Hispania Nova. Revista de Historia Contemporánea (2006/7). Dossier sobre Generaciones y memoria de la represión franquista: un balance de los movimientos por la memoria. N.º 7. <http://hispanianova.rediris.es>

CALVEIRO, Pilar (1998): *Poder y desaparición. Los campos de concentración en Argentina*, Buenos Aires, Colihue.

CALVEIRO, Pilar (2012): *Violencias de Estado: la guerra antiterrorista y la guerra contra el crimen como medios de control global*, Buenos Aires, Siglo veintiuno editores.

DA SILVA CATELA, Ludmila (2001): *No habrá flores en la tumba del pasado: la experiencia de reconstrucción del mundo de los familiares de desaparecidos*, Al Margen, Ediciones.

GATTI, Gabriel (2011): *Identidades desaparecidas: Peleas por el sentido en los mundos de la desaparición forzada*, Buenos Aires, Prometeo libros.

GRACIA, Jordi y RÓDENAS, Domingo (2011): *Derrota y restitución de la Modernidad, 1930-2010*, en Mainer, J. C. dir., *Historia de la literatura española*, Barcelona, Crítica.

HALBWACHS, Maurice (1949): *La Mémoire collective*, Paris, Presses Universitaires de France.

HANSEN, Hans Lauge y CRUZ SUÁREZ, Juan Carlos (2012): *La memoria novelada. Hibridación de géneros y metaficción en la novela española sobre la guerra civil y el franquismo (2000-2010)*, Frankfurt, Peter Lang.

HIRSCH, Marianne (2012): *La generación de la Posmemoria*, Madrid, Carpe Diem, 2015.

JELIN, Elizabeth (2002): *Los trabajos de la memoria*, Madrid, Siglo XXI.



NICHOLS, Geraldine (1992): *Descifrar la diferencia. Narrativa femenina de la España contemporánea*, Madrid, Siglo XXI.

OLEZA, Joan (2012): *Trazas y bazas de la Modernidad. Ensayos desde el cambio cultural*, La Plata, Ediciones del lado de acá.

OLEZA, Joan (ed.) (2023): *Claves ibéricas de la Guerra Civil. Memorias y narrativas*, Sevilla, Renacimiento, col. Iluminaciones.

PERIS BLANES, Jaume (2005): *La imposible voz. Memoria y representación de los campos de concentración en Chile: la posición del testigo*. Santiago de Chile, Cuarto Propio

REATI, Fernando (1992): *Nombrar lo innombrable: Violencia política y novela argentina: 1975-1985*, Buenos Aires, Legasa.

RICHARD, Nelly (1998): *Residuos y metáforas. (Ensayos de crítica cultural sobre el Chile de la Transición)*, Santiago de Chile, Cuarto Propio.

SÁNCHEZ ZAPATERO, Javier (2009): *El compromiso de la memoria: un análisis comparatista. Max Aub en el concepto europeo de la literatura del exilio y de los campos de concentración*, Salamanca. Ediciones Universidad de Salamanca.

SARLO, Beatriz (2007): *Tiempo pasado. Cultura de la memoria y giro subjetivo. Una discusión*, Buenos Aires, Siglo XXI.

SEGATO, Rita Laura (2008): «La escritura en el cuerpo de las mujeres asesinadas en Ciudad Juárez: territorio, soberanía y crímenes de segundo estado», *Debate feminista* 37: 78-102.

SOLDEVILA, Ignacio (1980): *La novela desde 1936*, Madrid, Alhambra.

STREJILEVICH, Nora (2006): *El arte de no olvidar. Literatura testimonial en Chile, Argentina y Uruguay entre los 80 y los 90*. Buenos Aires, Catálogos.

ADDITIONAL

ON THE THEORY OF HISTORICAL MEMORY

HALBWACHS, Maurice (1949): *La Mémoire collective*, Paris, Presses Universitaires de France.



HIRSCH, Marianne (2012): *La generación de la Posmemoria*, Madrid, Carpe Diem, 2015.

JELIN, Elizabeth (2002 [2000]): *Los trabajos de la memoria*, Madrid, Siglo XXI.

SPAIN AND HISTORICAL MEMORY

AGUILAR, Paloma (2008): *Políticas de la memoria y memorias de la política*, Madrid, Alianza Editorial.

Hispania Nova. Revista de Historia Contemporánea (2006-2007): Dossier sobre Generaciones y memoria de la represión franquista: un balance de los movimientos por la memoria. n.º 7. <http://hispanianova.rediris.es>

NARRATIVES OF THE HISTORICAL MEMORY OF CIVIL WAR

HANSEN, Hans Lauge y CRUZ SUÁREZ, Juan Carlos (2012): *La memoria novelada. Hibridación de géneros y metaficción en la novela española sobre la guerra civil y el franquismo (2000-2010)*, Frankfurt, Peter Lang.

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ABOUT THE CONTEMPORARY SPANISH NEW

GRACIA, Jordi y RÓDENAS, Domingo (2011): «Derrota y restitución de la Modernidad, 1930-2010», en Mainer, J. C. (dir.), *Historia de la literatura española*. Barcelona, Crítica.

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ON TESTIMONIAL WRITING AND CONCENTRATIONARY UNIVERSE

AGAMBEN, Giorgio (2000): *Lo que queda de Auschwitz. El archivo y el testigo*. Homo sacer III, Valencia, Pre-Textos.

STREJILEVICH, Nora (2006): *El arte de no olvidar. Literatura testimonial en Chile, Argentina y Uruguay entre los 80 y los 90*, Buenos Aires, Catálogos.

PERIS BLANES, Jaume (2005): *La imposible voz. Memoria y representación de los campos de concentración en Chile: la posición del testigo*, Santiago de Chile, Cuarto Propio.

ON MEMORY, VIOLENCE AND DISAPPEARANCE IN CHILE AND ARGENTINA

CALVEIRO, Pilar (1998): *Poder y desaparición. Los campos de concentración en Argentina*, Buenos Aires, Colihue.

DA SILVA CATELA, Ludmila (2001): *No habrá flores en la tumba del pasado: la experiencia de reconstrucción del mundo de los familiares de desaparecidos*, Al Margen, Ediciones.

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